


**Texas Education Agency  
Standard Application System (SAS)**

**2016--2020 Texas Title I Priority Schools (TTIPS), Cycle 5**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	February 1, 2017, to July 31, 2020, pending future federal allocations	
<b>Application deadline:</b>	5:00 p.m. Central Time, September 15, 2016	Place date stamp here. 
<b>Submittal information:</b>	<b>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</b> Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

**Part 1: Applicant Information**

<b>Organization name</b>	<b>County-District #</b>	<b>Campus name/#</b>	<b>Amendment #</b>
Donna ISD	108902	Veterans Middle School	
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>	
1-746000691	1	023448491	
<b>Mailing address</b>	<b>City</b>	<b>State</b>	<b>ZIP Code</b>
116 North 10th Street	Donna	TX	78537-

**Primary Contact**

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Mari		Valdez	Chief Financial Officer
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
956-464-1620	mvaldez@donnisd.net		956-464-1636

**Secondary Contact**

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Claudia	P	Guerrero	Principal
<b>Telephone #</b>	<b>FAX #</b>		
1350	cpguerrero@donnaisd.net		956-464-1356

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Fernando		Castillo	Superintendent of Schools
Telephone #	Email address		FAX #
956-464-1600	fcastillo@donnaisd.net		956-464-1752

Date signed

9-29-16

Signature (blue ink preferred)



*Only the legally responsible party may sign this application.*

701-16-105-037

### Schedule #1—General Information

County-district number or vendor ID: 108902

Amendment # (for amendments only):

### Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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## Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108902

Amendment # (for amendments only):

### Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions.</li> <li>3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Transformation Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.               <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--                   <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</li> </ol> </li> </ol> </li> </ol>

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<p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and create community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> <li>Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ol> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).</p>	<p>8. The LEA/campus provides assurance that if it selects to implement the <b>Texas State-Design Model</b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b>Early College High School (ECHS)</b>. By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:</p> <ul style="list-style-type: none"> <li>• Improves student academic achievement or attainment</li> <li>• Is implemented for all students in the school</li> <li>• Addresses in a comprehensive and coordinated manner:             <ul style="list-style-type: none"> <li>○ improvement in school leadership</li> <li>○ improvement in teaching and learning in academic content areas</li> <li>○ professional learning for educators</li> <li>○ student non-academic supports</li> </ul> </li> </ul> <p>In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> <li>Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</li> </ol>
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2. Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. In doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1**

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
    - ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
  - (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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- (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

**Adapted from Texas Early College High School Blueprint, Benchmark 5.**

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
- (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
- (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
- (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9.

The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:

1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
2. Offer full-day kindergarten.
3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

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- (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
  - (B) High-quality professional development for all staff;
  - (C) A child-to-instructional staff ratio of no more than 10 to 1;
  - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
  - (E) A full-day program;
  - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
  - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
  - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
  - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
  - (J) Program evaluation to ensure continuous improvement;
  - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
  - (L) Evidence-based health and safety standards.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
  5. Replace the principal who led the school prior to the commencement of the early learning model.
  6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
    - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
    - (B) Are designed and developed with teacher and principal involvement;
  7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
  8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
  9. Use data to identify and implement an instructional program that is:
    - (A) Research-based;
    - (B) Developmentally appropriate;
    - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
  10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
  11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    - (A) Aligned with the school's comprehensive instructional program
    - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
  12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
  13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
  14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10. The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements:

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1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
  - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
  - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
  - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
  - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>. These approved models are supported by:
  - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
  - (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.
  - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.

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	<p>5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:</p> <ul style="list-style-type: none"> <li>(A) School leadership</li> <li>(B) Teaching and learning in at least one full academic content area</li> <li>(C) Non-academic supports for students</li> <li>(D) Family and community engagement</li> </ul>
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Restart Model</b>, the campus will meet all of the following federal requirements:</p> <ul style="list-style-type: none"> <li>1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: <ul style="list-style-type: none"> <li>(A) significant improvement in academic achievement</li> <li>(B) success in closing achievement gaps either within a school or relative to other public schools</li> <li>(C) High school graduation rates</li> <li>(D) No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ul> </li> <li>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ul> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Closure Model</b>, the campus will meet all of the following federal requirements:</p> <ul style="list-style-type: none"> <li>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ul> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b>rural LEA applicant</b> may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan.</p> <p>Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here:  <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.</p>
16.	<p>The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.</p>
17.	<p>The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.</p>

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18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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### Schedule #4—Request for Amendment

County-district number or vendor ID: 108902

Amendment # (for amendments only):

#### Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

#### Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

#### Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

#### Revised Annual Budget Breakdown

Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request
\$	\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

### Schedule #5—Program Executive Summary

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Donna ISD and Veterans Middle School plan to implement the Whole School Reform Model with the Positive Action Strategy, cited as evidenced based by the Department of Education, for significant systemic change and positive student outcomes on the campus in four year's time. Veterans Middle School is a Title I Focus Campus, which has been persistently low-achieving and has significant needs for improvement as identified in its campus improvement plan. Donna ISD and Veterans Middle School are urgently committed to using the TTIPS funds to provide adequate resources in order to substantially raise the achievement of the students and enable Veterans Middle School to make adequate yearly progress, exit improvement status and sustain it thereafter. Not only does Veterans Middle School administration and staff plan to use these funds to increase the achievement of the students, but will also use these funds to create Whole School Reform accordint to the Postive Action Strategy which will dramatically improve school climate, significantly enhance teacher quality and notably increase parents and community involvement. In so doing, the campus administration will build leadership effectiveness and radically spread the use of data driven instruction. Suffering from an increasing enrollment, a high English language learner percentage, low student achievement, and many incoming students with limited English skills or unprepared for school, along with a high migrant population and high mobility rate, the initial conversations regarding the campus improvement planning generally.

<b>Veterans Middle School Need On PEG List</b>	<b>Whole School Reform Model Components Needed</b>	<b>Model Alignment: Positive Action Strategy</b>
Increased enrollment/ high migrant pop	Evidenced Based Strategy for Pop.	Improve Instruction for Pop.
High percentage of ELL – 50% of pop.	Family Engagement	Family Engagement
Low student achievement – less 60%	Improve Instruction – Prof. Dev.	Intensive Professional Dev
Discipline Disparities	Improve School Climate	Improve School Climate
Absenteeism	Student Engagement	Improve Student Engagement

The cluster of needs identified called for a systemic change model that has proven success with at risk populations. Veterans Middle School has a 100% Hispanic population. The model to be implemented can be applied to this homogenous Hispanic campus and community, thereby adding to the base of knowledge for model replicability. Improvements have already been made, the campus has moved from Priority status to a Focus campus. Principal, Claudia Guerrero was hired to lead Veterans Middle School in June 2012. An extensive school and community needs assessment commenced and dialogues with community stakeholders continued. The changes proposed under this model meet the identified campus need, respond to community and parent concerns, and build on the assets of Veterans Middle School. The Positive Action Strategy is chosen due to its success with at risk youth and student populations. The model requires, a Project Coordinator, Lead Teachers for each grade and a Family Engagement Leader. All will work as a team to increase academic performance as measured by the 2015-2016 STAAR Index 1 increase from 60 to 65. The campus is now ready for the Whole School Reform Model. **Donna ISD proposes the Positive Action Strategy for Whole School Reform to positively impact the academic achievement and behavioral improvement of 1004 students through intensive professional development and resources to more than 60 teachers.**

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By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Donna ISD is committed to a community school approach. Veterans Middle School strives to be a community school but needs an infusion of resources to accelerate campus change by adopting a Whole School Reform Model such as the evidenced based Positive Action Strategy. The approach and strategic model implementation involves the following.

**Focus on Education**

A community school offers an innovative idea about the roles parents and community can play in education and the role a school can play in its community. Students are able to learn because the school's many services and supports work together to eliminate limitations in their education. Teachers can focus on the students' education because their students are healthier, have better attendance and less social/emotional problems. The core curriculum is rigorous and integrated with extended learning and enrichment opportunities so that students have several hours to engage in enhanced educational opportunities.

**School Family and Community Engagement**

Community school partners (school staff and administrators, agency staff, parents, community members) have a common goal to improve student learning while optimizing their health and well-being, and strengthening their families and neighborhoods. All partners understand that parent involvement is an important foundation for children's achievement. Programs to draw in parents, establish a welcoming climate for them and help them learn how to be involved and supportive of their children's education are important to the community school. Adult education courses further engage parents and community members in their own learning. (In the case of Veterans MS, these opportunities are leveraged from the 21<sup>st</sup> CCLC grant and program.)

**Partnerships**

Community schools are planned, implemented, and maintained by the members of active, coordinated partnerships committed to enhancing student achievement, health and well-being. Each partnership creates a shared mission and vision, mutual goals and joint decision-making. The partnerships must include school leadership and other representatives of the school, parents, community-based organizations and community leaders.

**Site Coordination**

The community school employs a project coordinator, whose role involves cooperative planning with school staff, recruitment, management, and coordination of partners. The coordinator's main function is to ensure the receptiveness of community resources to the recognized needs of students and their families as well as the alignment of their supports and services to the school's core instructional program.

**Sustainability**

Leaders of community schools must consider how to sustain their work, even at the earliest stages. Sustainability not only means making lasting changes in daily practice in institutional arrangements, but it also means allotting or generating personnel and financial resources in new and more effective ways. One of the many benefits for schools of working with community partners is their capability to bring non education dollars into schools through other resources and by institutionalizing best practices.

The community approach sought by the Veterans Middle School aligns with the chosen Whole School Reform Model, Positive Action Strategy. And the Positive Action Strategy is the best choice of model for systemic change due to its success with severely at risk student populations.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations Fund code: 276

**Budget Summary**

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	\$209,502	\$33,145	\$522,531	\$66,289	\$522,531	\$66,289	\$522,531	\$66,289	\$2,009,107
Schedule #8	Professional and Contracted Services (6200)	6200	\$62,478	\$7,500	\$42,181	\$15,000	\$43,321	\$15,000	\$43,321	\$15,000	\$243,801
Schedule #9	Supplies and Materials (6300)	6300	\$247,050	\$2,000	\$11,750	\$0	\$11,750	\$0	\$11,750	\$0	\$284,300
Schedule #10	Other Operating Costs (6400)	6400	\$3,000	\$0	\$3,000	\$5,000	\$3,000	\$5,000	\$3,000	\$5,000	\$27,000
Schedule #11	Capital Outlay (6600)	6600	\$25,000	\$0	\$25,000	\$0	\$25,000	\$0	\$25,000	\$0	\$100,000
Consolidate Administrative Funds <input type="checkbox"/> Yes <input type="checkbox"/> No											
Total direct costs:			\$547,030	\$42,645	\$604,462	\$86,289	\$605,602	\$86,289	\$605,602	\$86,289	\$2,664,208
Percentage% indirect costs (see note):			N/A	\$0	N/A	\$0	N/A	\$0	N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$547,030	\$42,645	\$604,462	\$86,289	\$605,602	\$86,289	\$605,602	\$86,289	\$2,664,208

**Administrative Cost Calculation**

Enter the total grant amount requested:

\$2,664,208

Percentage limit on administrative costs established for the program (5%):

x .05

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

\$2,797,418

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**NOTE:**

- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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By TEA staff person:

RFA #701-16-105; SAS #198-17

2016-2020 Texas Title I Priority Schools (TTIPS), Cycle 5



## Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
<b>Academic/Instructional</b>							
1 Teacher			\$	\$	\$	\$	\$
2 Educational aide			\$	\$	\$	\$	\$
3 Tutor			\$	\$	\$	\$	\$
<b>Program Management and Administration</b>							
4 Project Coordinator	1		\$33,145	\$66,289	\$66,289	\$66,289	\$232,012
5							
6							
<b>Auxiliary</b>							
7 Family Engagement Specialist	2		\$26,850	\$107,400	\$107,400	\$107,400	\$349,050
8 Lead Teachers (Collaborative Learning Coaches)-2 per grade	6		\$182,652	\$365,310	\$365,310	\$365,310	\$1,278,582
9							
<b>Other Employee Positions</b>							
10 Title			\$	\$	\$	\$	\$
11 Title			\$	\$	\$	\$	\$
12 Title			\$	\$	\$	\$	\$
13							
Subtotal employee costs:			\$242,647	\$538,999	\$538,999	\$538,999	\$1,859,644
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>							
14 6112 Substitute pay			\$	\$	\$	\$	\$
15 6119 Professional staff extra-duty pay			\$	\$	\$	\$	\$
16 6121 Support staff extra-duty pay			\$	\$	\$	\$	\$
17 6140 Employee benefits			\$	\$	\$	\$	\$
18 61XX Employee stipends							
Specify amounts and criteria to earn stipend: \$150 a day for 5 training days for 20 teachers per grade to learn model application							
19				\$49,821	\$49,821	\$49,821	\$149,463
Subtotal substitute, extra-duty, benefits costs				\$49,821	\$49,821	\$49,821	\$149,463
20			\$242,647	\$588,820	\$588,820	\$588,820	\$2,009,107
Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$588,820	\$588,820	\$588,820	\$2,009,107

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)						
County-district number or vendor ID: 108902						Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.						
Professional and Contracted Services Requiring Specific Approval						
Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years	
6269 Rental or lease of buildings, space in buildings, or land						
Specify purpose:						
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	
Professional and Contracted Services						
#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	Whole School Reform Model Developer LIKE Positive Action Strategy*	\$62,478	\$42,181	\$43,321	\$43,321	\$191,301
2	Independent Evaluator	\$7,500	\$15,000	\$15,000	\$15,000	\$52,500
3		\$	\$	\$	\$	\$
4		\$	\$	\$	\$	\$
5		\$	\$	\$	\$	\$
6		\$	\$	\$	\$	\$
7		\$	\$	\$	\$	\$
8		\$	\$	\$	\$	\$
9		\$	\$	\$	\$	\$
10		\$	\$	\$	\$	\$
11		\$	\$	\$	\$	\$
12		\$	\$	\$	\$	\$
13		\$	\$	\$	\$	\$
14		\$	\$	\$	\$	\$
b. Subtotal of professional and contracted services:	\$69,978	\$57,181	\$58,321	\$58,321	\$58,321	\$243,801
c. Remaining 6200—Professional and contracted services that do not require specific approval:	\$	\$	\$	\$	\$	\$
(Sum of lines a, b, and c) Grand total	\$69,978	\$57,181	\$58,321	\$58,321	\$58,321	\$243,801

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)									
County-District Number or Vendor ID: 108902		Amendment number (for amendments only):							
Supplies and Materials Requiring Specific Approval									
Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years			
63XX	Technology Hardware- not capitalized								
	#	Type	Purpose	Quantity	Unit Cost				
	1					\$	\$	\$	\$
	2					\$	\$	\$	\$
	3					\$	\$	\$	\$
	4					\$	\$	\$	\$
63XX	Technology Software- not capitalized								
	Specify type/purpose:					\$	\$	\$	\$
	Textbooks/Curricular Materials					\$	\$	\$	\$
	Specify type/ purpose:					\$	\$	\$	\$
63XX	Supplies and materials to be used as student incentives					\$	\$	\$	\$
	Specify type/ purpose:					\$	\$	\$	\$
<b>Supplies and Materials that do not Require Specific Approval</b>									
6300	Supplies and materials that do not require specific approval:								
Grand total:					\$249,050	\$11,750	\$11,750	\$11,750	\$284,300

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)						
County-District Number or Vendor ID: 108902		Amendment number (for amendments only):				
	Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$	\$	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$	\$	\$	\$
6411/6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$	\$	\$
64XX	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$
	Specify name and purpose of council:					
	Specify types of costs:					
6495	Cost of membership in civic or community organizations	\$	\$	\$	\$	\$
	Specify name and purpose of organization:					
	Specify purpose of membership:					
	Subtotal other operating costs requiring specific approval:	\$	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
	Remaining 6400—Other operating costs that do not require specific approval:	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$12,000.00
	Grand total:	\$3,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$27,000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)									
County-District Number or Vendor ID: 108902				Amendment number (for amendments only):					
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years	
6669—Library Books and Media (capitalized and controlled by library)									
1		N/A	N/A	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000	
66XX—Computing Devices, capitalized									
2			\$	\$	\$	\$	\$	\$	
3			\$	\$	\$	\$	\$	\$	
4			\$	\$	\$	\$	\$	\$	
5			\$	\$	\$	\$	\$	\$	
6			\$	\$	\$	\$	\$	\$	
7			\$	\$	\$	\$	\$	\$	
8			\$	\$	\$	\$	\$	\$	
66XX—Software, capitalized									
9			\$	\$	\$	\$	\$	\$	
10			\$	\$	\$	\$	\$	\$	
11			\$	\$	\$	\$	\$	\$	
12			\$	\$	\$	\$	\$	\$	
13			\$	\$	\$	\$	\$	\$	
66XX—Equipment, furniture, or vehicles									
14			\$	\$	\$	\$	\$	\$	
15			\$	\$	\$	\$	\$	\$	
16			\$	\$	\$	\$	\$	\$	
17			\$	\$	\$	\$	\$	\$	
18			\$	\$	\$	\$	\$	\$	
19			\$	\$	\$	\$	\$	\$	
20			\$	\$	\$	\$	\$	\$	
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)									
21				\$	\$	\$	\$	\$	
Grand total:				\$25,000	\$25,000	\$25,000	\$25,000	\$100,000	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	1,004		2014-2015 Texas Academic Performance Report (TAPR)
African American student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR)
Hispanic student enrollment	1,004	100%	2014-2015 Texas Academic Performance Report (TAPR)
White student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR)
Asian student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR)
Economically disadvantaged student enrollment	763	76%	2014-2015 Texas Academic Performance Report (TAPR)
Limited English proficient (LEP) student enrollment	478	47.6%	2014-2015 Texas Academic Performance Report (TAPR)
Special Education student enrollment	82	8.2%	2014-2015 Texas Academic Performance Report (TAPR)
Disciplinary referrals	562		End of year Report
Disciplinary placements in In-School Suspension	115		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	167		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	8		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		94.7%	2014-2015 Texas Academic Performance Report (TAPR)
Annual dropout rate (Gr 9-12)		0.7%	2014-2015 Texas Academic Performance Report (TAPR)
Annual graduation rate (Gr 9-12)		NA	2014-2015 Texas Academic Performance Report (TAPR)
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)		65%	TEA 2016 Accountability Summary
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)		57%	TEA 2016 Accountability Summary
ACT and/or SAT- Class of 2015, percent students Tested		NA	2014-2015 Texas Academic Performance Report (TAPR)
ACT and/or SAT- Class of 2015, percent At/Above Criteria		NA	2014-2015 Texas Academic Performance Report (TAPR)
Average ACT score (number value, not a percentage)	NA		2014-2015 Texas Academic Performance Report (TAPR)
Average SAT score (number value, not a percentage)	NA		2014-2015 Texas Academic Performance Report (TAPR)
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		NA	2013-2014 Texas Academic Performance Report (TAPR)

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Well over one third of the population (36.8%) of the City of Donna, Texas does NOT have a high school diploma while only 11.9% of Donna residents have a bachelor's degree (U.S. Census Update 2015). The community consists of 16,488 individuals. In order to build a "college going culture" for lasting educational and economic development change, Donna ISD and its partners such as the Community Based Organization for College Readiness, Texas Valley Communities Foundation (TVCF) along with multiple community stakeholders propose the Veterans Positive Action Whole School Reform Program.

**COMMUNITY NEEDS ASSESSMENT HIGHLIGHTS 2015-2016**

City of Donna, Texas – Education Need	City	State	City of Donna – Poverty	City	State
No High School Diploma	36.8%	18.4%	Households Below Poverty	33%	15.9%
Population Doesn't Speak English at Home	83.8%	34.9%	Income Per Capita	\$12,494	\$26,513
Bachelors or Higher (over 25)	11.9%	27.1%	Median Household Income	\$30,039	\$52,576

In addition, a district needs assessment was conducted in order to verify the need for the program and to determine which campus would best be served by this grant. The district is a **high-need, high-poverty (Title I, School-wide)** district.

**ACADEMIC AREAS OF WEAKNESS**

	Economically Disadvantaged	At-Risk	ELL	College-Ready Graduates	Dual/Concurrent Enrollment
<b>District</b>	81.6%	79.5%	48.9%	48.6%	57.2%
<b>State</b>	58%	51.2%	17.8%	78.4%	53.2%
Met Standards in STAAR					
	Reading	Math	Writing	Science	Social Studies
<b>District</b>	60%	68%	57%	66%	68%
<b>State</b>	77%	81%	72%	78%	78%

Source: 2015-2016 TEA Texas Academic Performance Reports (TAPR)

**Veterans Middle School Description and Rationale for Intervention**

Veterans Middle School is located within a high-poverty, high-need neighborhood within the Donna Independent School District (DISD). A high percentage of students in Veterans Middle School come from economically disadvantaged families (76%). For the 2015-2016 school year the demographics of the Veterans Middle School student population was 1004, 100% Hispanic, and 48.6% English Language Learners. Veterans Middle School has a significant migrant population also. The 100% Hispanic student population, nearly half of which are English Language Learners may be statistically significant for Whole School Reform Model evaluation, making an intervention helpful to TEA for replication of the Positive Action Strategy for other districts with Hispanic student populations.

Furthermore, for two years in a row, Veterans Middle School has been deemed as "Improvement Required." Veterans Middle School was identified as a 2016-2017 Public Education (PEG) school because of its pass performance on STAAR. Improvements have been made, STAAR pass rate in 2015 for ELA was 65% having moved from 57% the previous year, making Veterans Middle School a Focus Campus. However, the goal of the stakeholders is to develop a college going culture to impact area education rates and economic development that is sustainable over time. Therefore, for sustainable, generational change, Veterans Middle School is the district's selection for a Whole School Reform Model implementation.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	99.4		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	80.2	80.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	8.4	8.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3	3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	7.8	7.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0%	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	76.2	95%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	4	5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	10	12.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	28.8	35.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	21.6	27%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	14.9	18.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	5	6.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	\$44,387		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	\$45,405		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	\$47,824		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$50,992		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	\$62,486		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	1	1.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Bachelor's degree as highest level attained	70.4	87.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Master's degree as highest level attained	8.8	11%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Doctoral degree as highest level attained	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Veterans Middle School teaching staff consists of 99 professional staff. Of this number, 80 are teachers, 8 are professional support, with 3 administrators. Of the 80 teachers, 95% are Hispanic. The majority of teachers have less than 5 - 10 years experience. Nearly 88% of teachers hold at minimum a bachelor's degree while only 11% hold a master's degree. Twelve percent (12%) are beginning teachers while only 6% are veteran teachers. These averages are much higher than the state average. These statistical and practical realities make professional development an ongoing mission critical priority.

The campus administrator was replaced at the beginning of the 2012-2013 school year. Principal Claudia Guerrero has fifteen years of experience in an educational setting and brings dedication to economic disadvantaged, English Language Learners to the campus. She has made progress moving the campus from a Priority School to a Focus School. Additionally the campus will have an assistant principal and a curriculum specialist that are working on building greater levels of administrator and teacher capacity, both campus and grade level wide, so that the school can begin to see an increase in student academic performance in the spring of 2017 and years to come.

The resources of the TTIPS grant opportunity are needed to create long term systemic change for this campus with an emphasis on professional development for positive student outcomes as demonstrated with other Hispanic populations using the Positive Action Strategy.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	337	330	337	0	0	0	0	1004

**Part 6: Teachers to Be Served with Grant Funds.**

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							27	26	27					80

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Due to community concern over student achievement and school performance, a dialogue between the School board, Veterans Middle School, and community was opened up around a year ago that has ultimately lead to a restructuring plan for the campus. Led by principal Claudia Guerrero, a Campus Leadership Team consisting of the administration, staff, students, parents, and committed community members, set to the task of reviewing current data in order to identify campus needs and to develop plans of action accordingly. The TAPR, AYP, and other reports were reviewed to assess overall campus needs, and the review team identified some static factors that negatively impacted student achievement. These factors included socio-economic barriers such as poverty and ethnicity. With these needs in mind, the Leadership Team has set a preliminary plan of action, and will continue to revise this plan as well as develop the necessary professional resources required to support a full-campus transformation.

A in-depth review of past TAPR reports have identified specific trends and areas of weakness that must be addressed for a campus transformation to be successful. Veterans MS scored significantly lower than the rest of the states in all four testing subjects consisting of mathematics, science, reading, and writing. The campus as a whole has scored below the standard for Index 2 Student Achievement for consecutive years. Additionally, the campus sub populations of English Language Learners and Economically Disadvantaged students, which make up a significant percentage of the school (47.6% and 76% respectively) scored consistently lower than the rest of the student body.

While the previously mentioned challenges are beyond the campus's power to change, the Campus Leadership Team also identified other factors effecting student achievement that can be addressed and systematically improved. One factor identified was teacher experience and training. Data analysis of the TAPR and other reports revealed that nearly half of Veterans' teachers had less than 5 years of experience. Further investigation of STARR classroom data and educator performance evaluations, indicated a need for additional professional development of educators. The Campus Leadership Team has developed a timeline to provide current teachers with training and professional support in such areas as teacher knowledge expansion, research proven instructional strategies, student intervention techniques, and student engagement. In addition this new information was utilized while making staffing decisions for the 2016-2017 school year. Ultimately, investing in teacher professional development will lead to higher quality classroom instruction and improved student achievement.

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### Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☐ Transformation  
☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround  
☐ with Rural LEA Flexibility modification

☒ Whole-School Reform

☐ Restart

☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

*Based on the results of the community assessment, historic school performance and administrative research, Donna ISD Veterans Middle School has determined that Whole School Reform is the best transformational model for long term systemic change for positive student outcomes. Positive Action Strategy was chosen as the change model and provider based on their success with diverse populations and ease of implementation.*

Carol Gerber Allred, Ph.D. (1983), public school teacher and administrator (1971-1982), founded the Positive Action Company more than 30 years ago to develop the Positive Action System, which she has expanded, updated, researched and evaluated continuously ever since. More than 15,000 schools and districts in every state, serving over 5 million students, have used this evidence-based, whole-school reform strategy. The Positive Action System meets the proposed strategy requirements, as this narrative will demonstrate. Positive Action has evidence of effectiveness: 1) success with diverse populations since Veterans MS is 100% Hispanic; 2) improved academic performance through teacher professional development, particularly reading scores since Veterans MS has a strong need for ELA progress with our ELL student population; 3) improved attendance with middle school populations due to family engagement, despite the challenges of monolingual Spanish speaking families; 4) improved behavior through school climate change.

The proposed project focuses on improving teacher and school leader effectiveness through a carefully designed series of integrated active learning and professional development aimed at improving educator pedagogical content knowledge and instruction skills by integrating the onset of students displaying signs of difficulty absorbing content material. The project provides enhanced training for struggling educators while simultaneously providing expanded training opportunities for those educators.

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### Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the 2016 Spring and Summer Semesters, Veterans Middle School administrators and faculty met with key community stakeholders at the Veterans Middle School library to discuss what model of intervention is best suited to improve the academic performance for Veterans students. Administrators distributed the latest STAAR data and other pertinent information to all attendees. Veterans MS staff gathered data from the meeting and support from families of students enrolled to attend the campus in the 2016-2017 school year. All data obtained was compiled and merged with campus performance data (TAPR), attendance, PEIMS data, etc. Data gathered and comments from the participants indicated a need for a model that will assist students in growing a college going culture even throughout the middle school years. The data led Veterans staff to focus on developing a comprehensive plan for Whole School Reform with an emphasis in climate change that address the priorities outlined in the needs assessment. The Whole School Reform Model has proven to have significant positive impact on academic performance, attendance, behavior and family engagement and support. Parents have committed to their involvement and support of this intervention model.

A Positive Action Project Coordinator, with a proven strong instructional background in instruction and school climate strategies, will be charged with improving teachers' capacity and serve as a liaison to increase parental engagement. The Project Coordinator will receive ongoing online training available through the Positive Action Model Developer. The Project Coordinator will schedule monthly meetings to provide educational and enriching activities for parents so that parents can engage with their child's education within the classroom and as an extension of the classroom. The monthly meetings will also serve as a platform for parent discussions on perceptions of students' progress. Parents will also serve as classroom volunteers to provide direct connections with their child and the model implementation. Ultimately, this component of the model will lead to parents becoming teacher assistants in the classroom.

The Parent Involvement Department and Texas Valley Community Foundation will partner with the Positive Action Project Coordinator to engage families through the strategies and trainings. Jointly they will utilize the family engagement school climate kit. Access to many of the families of the most at risk students are readily available through the 22nd CCLC population.

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### Schedule #14—Management Plan

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI req'd)	Provide leadership expertise in planning, implementing, and managing improvement efforts at the campus and/or district level. Strong communication skills, both oral and written.	Master's Degree, Administrative certification with 5 or more years in leadership management role as principal, etc.  Grant funded
2.	Principal	Provide leadership assistance in the implementation of the Whole School Reform Model. Ensure that all guidelines, policies, and procedures are being followed. Manage the budget for the program. Provide leadership in the monitoring and evaluation of the program.	Texas Principal Certificaton; 5 or more years instructional leadership experience; 5 or more years teaching experience;  NOT grant funded
3.	Assstant Principal	Provide leadership and serve as the Collaborative Learning Leader for the Whole School Reform Model. Ensure that all professional development occurs appropriately. Ensure that the CLFs and CLCs are functioning.	Texas Principal Certificaton; 5 or more years instructional leadership experience; 5 or more years teaching experience;  NOT grant funded
4.	Curriculum Specialist	Provide leadership assistance in coordinating the implementation of the Whole School Reform Model. Ensure that all guidelines and procedures are followed. Provide leadership and monitoring of program components.	Texas Principal Certificaton; 5 or more years instructional leadership experience; 5 or more years teaching experience;  Partially Grant Funded
5.	Positive Action Project Coordinator	Oversee campus implementation of Whole School Reform Model with Positive Action Strategy. 100% Full time Grant Funded to monitor model fidelity and conduct reporting.	Bachelor's degree in education; grant compliance experience preferred; 5 or more years teaching in secondary education. Grant Funded.
6.	Parent/Family Engagement Leader (PFEL)	The PFEL will deliver the family and parental involvement component in the school while providing ongoing, educational programs to parents, legal guardians, or immediate family members of students enrolled in the program.	Bachelor's degree in education and social services preferred; grant compliance experience preferred; 5 or more years teaching in secondary education. Grant Funded.
7.	Collaborative Lead Teachers/Learning Facilitors (1 per grade - 3 total)	Assist in the coordination of the implementation of the Whole School Reform Model with fidelity. Ensure the CLCs meet weekly and ensure that the CLCs discuss data, student work, etc.	Bachelor's degree in secondary education; Master's degree in secondary education preferred; 3 or more years teaching in secondary education. Grant Funded.
8.	Instructional Coach (IC)	The IC will provide teacher support in core academic subjects in order to increase academic success and ensure the implementation of state and district intitatives.	Bachelor's degree in early childhood or elementary; Master's degree in early childhood preferred; 3 or more years teaching in early childhood.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Positive Action Strategy	Dept. of Education evidenced based Whole School Reform experts; model developer	Proven record of effective professional development with teachers of Hispanic communities.
2.	Region I ESC	Professional Development across content area for teachers as needed to meet additional needs of new teachers not provided by Positive Action Strategy.	Proven record of effective professional development.
3.	AVID English Learners College Readiness	To ensure that English language learners have full access to AVID and college-preparatory coursework.	Middle school program for long-term ELLs that includes professional learning, AVID Excell coursework, family connections and promotion of biliteracy.
4.	Independent Evaluator	Third party evaluation related to model implementation in a 100% Latino student population.	Experience in evaluating TEA grants and specifically Whole School Reform Models
5.			
6.			
7.			
8.			
9.			
10.			

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### Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Donna ISD has been a responsible steward of government funds, managing multi-million dollars in federal entitlement funds and discretionary competitive grants. The latest of which is the TEA federal pass through 21<sup>st</sup> century learning center grant. The district's commitment to improve student achievement is further substantiated by its financial investment to effective instructional strategies through professional development.

**Partnerships/ Involvement of Others.** District and campus administrators, teachers, parent representatives, and community organizations participated in the project design. Collaborative meetings were held for project development and will continue during implementation and evaluation of the project. Frequent collaboration with partners and providers will ensure a smooth transition from implementation to completion. At the conclusion of the grant program, the campus and district anticipate student achievement outcomes in the core areas will increase from baseline measures.

**Management of Grant Activities.** Veterans Middle School has developed a committed Campus Leadership Team as well as securing the support of Donna ISD, the School Board, and Superintendent to ensure that the campus transformation is a success. Through these partnerships, campus leaders have developed a multi-tiered monitoring plan for the Veterans TIPPS Project, that address areas of weakness from the base up. Using self-monitoring tools such as six-week portfolios, daily journals, and electronic database. Tier 1, engages students in the process of monitoring their own progress. Tier 2 consists of teachers, tutors, parents, and mentors- all responsible for utilizing progress checklists, bi-weekly posts tests, and progress reports to monitor and report their students' success. These individuals will be provided with training in order to identify areas where intervention is needed and ensure that intervention methods are effective and timely. Tier 3 consists of campus administrators, who will be responsible for reviewing assessment results and compiling them into a quarterly report that will be shared with faculty, parents, students, and district administrators. In order to provide on the ground feedback and ensure team goals are met, the Campus Leadership Team will conduct weekly classroom and data monitoring. The vertical leadership of the campus' multitier action plan ensures clear communication between district and campus leaders and provides a consistent procedure to build goals/ action plans.

**Resource Management.** Grant-funded activities will be coordinated with services funded through other sources to ensure that the use of funds from all sources is maximized, but not duplicated, and that services will be provided in an integrated, coherent fashion. Funds received under this grant project resources in the form of classroom space, technology tabs, janitorial services, administrative oversight, and other areas not covered with grant funds. The design of this initiative is consistent with the Campus Improvement Plan and the District Improvement Plan.

**Program Continuation and Sustainability.** The activities in this initiative are further aligned to the Strategic Priorities, and Core Beliefs of the District and Campus Improvement Plans. The district's current commitment to these strategies attests to its commitment for sustainability. Donna ISD has the capacity to maintain the program as identified under the Resource Management section above.

**Whole School Reform Model Developer/Provider – Positive Action Strategy.** *The Whole School Reform Model will be integrated into the daily routine and instruction at Veterans MS, and will be widely incorporated into the School Improvement Plan for at least four years to ensure compliance. Consistency in teacher staffing and increased professional development will allow teachers to hone their instructional capabilities and lead students to better material master and success in core subject areas.* The Positive Action Strategy implementation involved the following components: teacher support, administrator support, climate development activity support, family liaison, community stakeholder engagement, data management and reporting.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The strategic intent of Donna ISD is to transform persistently low-performing schools such as Veterans Middle School and to close the academic achievement gap between the economically disadvantaged students, ELLs and other student groups. The Whole School Reform Model allows for significant reform of the campus in a considerably short amount of time. Veterans MS has adopted the implementation timeline of the Positive Action Strategy to meet its transformation goals over the next four years. Throughout this process, the district and campus administrators are aware of the importance that meet performance goals and implementing all of the described activities within the four-year timeline. They further understand that improvements must be sustained over time which is why a school climate change model was chosen.

Implementing the campus plan and meeting the performance measures outlined in this proposal, is part of the integrated approach to fulfill the campus improvement plan. With an experienced principal who has moved the campus from the Priority List to the Focus List and other key staff in place to assist in the restructuring, external providers brought in to guide, monitor and influence the process and curriculum implemented and significant professional development having been invested in the newly hired and recommitted staff, this transformation will be sustained. Knowing that staff buy-in and training is critical to the ongoing success of any reorganization, a system will be put in place to coach staff hired during the implementation of the grant and after the grant period ends. This process will begin with recruitment and will involve on-boarding, coaching, and professional development by the Whole School Reform Model Director, Coordinator, and Coaches for new teachers. Best practices demonstrate that the active involvement of community leaders, political leaders, School Board, LEA staff and school leadership and faculty in the design of a transformation model from the planning stages leads to greater sustainability (Cawelti & Protheroe 2007; Murphy 2007).

Veterans MS administration and Positive Action Strategy staff will work toward fostering best practices and develop relevance and rigor in student activities. The evidenced based outcomes of Positive Action as a Whole School Reform Model is extensively cited at the U.S. Department of Education's What Works Clearinghouse. One of the hallmarks of the strategy is the sustainable school climate change. Positive Action has a Principal's (Climate) Kit and complementary training options to develop school leadership. Its materials cultivate school-wide factors essential to successful school turnaround efforts:

- a committee with representatives from the whole school --- the administration, a teacher from each grade level, support staff, students, parents and community members – to direct implementation and conduct regular meetings;
- activities and items for whole school population, to coordinate all students' academic and other activities and to encourage and reinforce positive behaviors (ie. Assemblies, newsletters, Words of the Week cards, ICU Doing Something Positive boxes, stickers, tokens, music and more);
- handbooks for parents and support staff explaining their roles in creating a positive supportive school culture.

All are based on a single implementation schedule coordinating every participant with the activities for a successful sustainable school change effort. The district and the school will ensure that there is not just a new mindset, but also new accompanying behaviors to make sustainability possible (Redding 2007a). For example, the extended school day, common planning times, a campus data room and the systematized use of data to drive instruction will ensure the continued collection and use of data and the dedication time needed for ongoing data analysis and team planning.

Many of the resources needed to implement this new model have declining costs over the four-year period. For example, the initial start-up costs associated with the professional development will diminish significantly after four years. Planning for reduced resources and maintaining activities with continued costs will be critical to ongoing success. Where it is determined that additional financial resources are needed, the Friends of Veterans MS, community partners, and local businesses will be utilized. Additionally, the school and district will make contingency plans for threats to the sustainability of the model during the four-year implementation process. Sustainability will also occur as a result of the commitment to continue the following: ongoing, high-quality, job embedded professional development; utilization of a performance based teacher evaluation; continuation of an extended school day; continuous parent/community initiatives; and ongoing intense technical assistance.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since June, 2016 district and campus leaders and staff have collaborated to develop long-term goals for improvement. In addition to the needs assessment, the campus leadership team used the TEA Accountability reports, School Report Card, STAAR results, School Improvement Plan, as well as community level data to determine the initial Performance Goals for Veterans MS. Based on the needs assessment and community input, and the seven Critical Success Factors, the campus leadership team and stakeholders identified specific SMART goals and objectives for this program. The district provided input into the performance goals to ensure that they are ambitious, yet realizable. The performance goals for each area was further discussed with the group related to their implementation. For example, the performance measures for Increased Teacher Quality were developed with teachers. Once all Performance Measures were discussed with all related groups, the Performance Measures were made public to increase transparency, increase the likelihood for meeting goals, and provide opportunities for celebrations. Goals include: Increased targeted job-embedded professional development for all teachers; Increased parental involvement; Develop a culture of achievement and high expectations for all; Increase the % of 6<sup>th</sup> grade students that achieve at/above grade level; Increase the % of 7<sup>th</sup> – 8<sup>th</sup> grade students meeting proficiency and Advanced levels on the reading and math STAAR; and increase leadership effectiveness. The roll out of the performance goals will include sharing them in full as well as with appropriate groups. For example, under Develop a culture of achievement and high expectations, it is important that the students know the goal as well as parents and staff. Students and parents need to know that their increased participation is an expectation as well as the rationale behind it. Although the performance measures have been outlined in term of summative end of year goals, most goals will be tracked throughout the year and expected to reach appropriate benchmarks. With ongoing and regular data, the campus will be better able to achieve all of the goals that have been set.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will collect, analyze, and report on the TEA required performance-based measures as well as additional performance measures at baseline and to determine the effectiveness of the program. M Rivas has carefully identified specific objective performance measures and outcomes to help monitor and evaluate the project and to meet program goals. Benchmarks will be set for each performance measure to ensure that more immediate results can be measured and celebrated. An assessment instrument will be used to determine the effectiveness of the grant toward accomplishing the goals of the program and for monitoring the progress of the grant every 9 weeks. The evaluation for examining the effectiveness of the program's strategies will involve the Project Director and the R&E Department. The evaluation will also include District administrators, project staff, students, parents, and community members associated with the program. Methods of evaluation will include both qualitative and quantitative data collection. The evaluator will extract data from PEIMS and other systems for evaluation. Qualitative data will include student and parent surveys or questionnaires, and observations of interactions between teachers and students from campus walk-throughs. Additionally, quantitative and qualitative data will be collected and used at the campus on an ongoing basis to regularly assess performance and make improvements. The principal, Project Director, and instructional coach (IC) will analyze student performance data in context of district priorities and campus goals, and present the information through the use of the data room. The data is to be presented in a way that facilitates understanding, can be used to improve instruction, and can aid in obtaining improved results. Information presented in the data room includes student demographics at the campus, historical performance, performance of special populations and student sub groups, campus and district goals, focus areas for the school year, and campus performance objectives for each subject area. Hyper-monitoring is a systematic process of collecting data that can be used to identify strengths and areas for campus improvement. Under this grant, Veterans MS staff will conduct weekly classroom hyper-monitoring visits to collect data on areas such as student engagement, extent to which teaching is aligned with the learning objectives, degree of rigor, and types of assessments used. Through the combination of the use of the quantitative data available and presented in the data room and the qualitative data and Principal hyper-monitoring and classroom walkthroughs, Veterans MS is fully equipped to identify successes and potential problem areas. With the new performance goals set for the campus in the area of increasing data-driven instruction, and new schedules in place to ensure increased and common planning time and regular meetings, these tools are ready to be utilized and implemented to increase student achievement.

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Donna ISD and Veterans MS have a number of systems for formative assessments that will be critical to the successful implementation of Positive Action's Whole School Reform Model. The restructuring to occur at Veterans MS includes a Formative Evaluation process that will be conducted as a basis for improvement including a data collection process, a reporting process, a review/refine process, and a specified room for the display of all data (data room). The district implements student formative assessments exams every nine weeks. Results are immediately reported through an online curriculum system so that teachers, administrators and Positive Action staff can disaggregate data and implement interventions immediately. Additionally, the campus Collaborative Learning Committee (CLC) will use the data as part of their weekly discussions to monitor student progress toward mastering specific objectives. Although these are very useful tools to evaluate where students are at specific interval stages, the campus goal is to have teachers and those involved in the project implementation utilize formative assessments on an ongoing basis. With the new technology hardware and instruction employed on the campus, formative evaluation of student learning will become much easier to obtain and analyze. Formative evaluations will be integrated multiple times throughout an individual lesson providing the teacher with immediate feedback on the student's level of understanding and whether or not information needs further clarification or review. Similarly, the District Director, Project Coordinator, campus staff and External Evaluator will utilize formative data to provide ongoing evaluation of grant activities and performance including but not limited to the following: walkthroughs by the CLL and principal, CLC meetings sign in sheets, evaluations of professional development activities, coaching reports, and sign in sheets indicating time spent in the data room. The District Director will meet regularly with the campus staff to review all formative and summative assessment data. The District Director and Project Coordinator will work together regularly to prepare and evaluate the 90 day plans. The frequency of these formative assessments will allow the campus regular means by which to review data and outcomes. The revision of the 90 day plans will allow for the flexibility to ensure change. In addition, the ability to revise the Needs Assessment and Professional Development Plans will allow for meeting the needs of teachers and students as further identified during formative assessments, walkthroughs, common planning times, CLC meetings, and activities. The District Director in conjunction with the R&E Department will collect, analyze, and report on the TEA required performance-based measures as well as additional performance measures at baseline and follow up to more comprehensively determine the effectiveness of the program. Veterans MS has carefully identified specific objective performance measures and outcomes to help monitor and evaluate the project and to meet program goals. Baseline percentages will be set for each of the performance measures to ensure that more immediate results can be measured and successes celebrated along the way. The External Evaluator will develop a matrix to determine the effectiveness of the grant project toward accomplishing the goals of the grant program and will meet with district staff quarterly to obtain the data needed to create additional instruments to monitor the progress of the grant program. The external evaluator will work in conjunction with the Project Director, the LEA, and the R & E Department to examine the effectiveness of the program's strategies. The evaluation will include feedback from the LEA, project staff, students, and stakeholders associated with the program. Methods of evaluation will include both qualitative and quantitative data collection. The evaluator will extract data from PEIMS and other systems for evaluation. Qualitative data will include staff, student and parent surveys and observations of interactions between teachers and students. Formative Evaluation will be central in determining the success of the grant program. Throughout the program the Project Director and the Campus Leadership Team will meet weekly to discuss the strengths and weaknesses of the program. They will observe and monitor the implementation of the program and provide assistance and support to the CLLs and CLFs along the way. Formative evaluation will be frequent and ongoing in the through: sign in sheets and evaluation for professional development activities, frequent observations of classroom instruction by the CLLs and CLFs, documented coaching sessions by the Instructional Coach and CLFs, sign in sheets and agendas for departmental meetings an teacher common planning time, formative assessments (FAs) given to students minimally every nine weeks, and feedback from parents, students and community stakeholders. The Principal, Project Director, and Project Coordinator in collaboration with the R&E Department will present evaluation findings to key district personnel on a quarterly basis for review and TEA via 90 day reports and the final evaluation report. Thorough documentation, monitoring, and reporting will allow program staff to anticipate and/or explain any changes in the planned intervention or evaluation. In addition, the Project Director will engage in formal discussion of critical activities achieved and barriers to success with the project staff. In turn, this information will be used to review and revise program deficiencies as they are encountered, provide for continuous improvement of the program, and disseminate findings to the campus, TEA and stakeholders in the community.

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### Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Donna ISD has a comprehensive process which ensures the quality of external providers over \$25,000. The LEA creates and publicizes a formal request for proposals. In the area of recruitment, the LEA will create conditions to attract multiple applicants including, but not limited to the following: clearly defined rationale for hiring; adequate resources; aggressive but achievable goals; a transparent process; and appropriate levels of marketing at local, statewide and national levels.

Once applications are received, the LEA effectively assesses contractor's organizational and financial ability to perform the defined, necessary scope of work. The LEA and campus will work together in a timely process to set the roles and responsibilities, performance expectations and consequences for failure to meet expectations that can be articulated to external providers during the recruitment process.

The LEA will undergo a rigorous evaluation of the potential partner's capacity during the screening process looking at the partner's capacity, experience and record of successes and failures. The modified process that is developed will be transparent and will engage the LEA, the school and community stakeholders. Minimally, the process will involve a written application, due diligence to confirm the track record of the applicant, and in person interviews. Upon selection of the external providers, the LEA will support, but not micro-manage the providers. The LEA will be involved in ongoing monitoring of the external provider to support success. Additionally, the LEA will have developed consequences for failure and with ongoing monitoring, and will not hesitate to implement those consequences if needed.

This proposal was developed with the counsel of Positive Action Strategy, an evidenced based Whole School Reform Model as identified by the U.S. Department of Education. The selection of Positive Action was conducted within the parameters of all TEA, specific Request for Proposal and Donna ISD protocol. Since model developer selection was conducted within the identified needs of Latino ELL population as rationale – procurement of other model developers is not required.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Donna ISD's Procurement Services Department is responsible for facilitating the processes governed by the state and federal law to ensure best practices and level playing field, as well as fair and equitable treatment for all suppliers. Through this synergistic effort, both the Supplier and Donna ISD will benefit from working as business partners to strengthen the social and economic foundation for the district and the community at large. The mission of Donna ISD Procurement Services Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. In other words, the right products and services, at the right cost, from the right Supplier, to the right location, at the right time, every time.

Procurement Services has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. The district is required to competitively bid any/all expenditures greater than \$10,000.00 in the aggregate; meaning just about every purchase made by the district.

All expenditures (district-wide) must be competitively bid by the Procurement Services Department only. Competitive bids are generally solicited either by means of a Request for Proposal (RFP), or a competitive sealed bid (or proposal). While RFPs may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposals solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the Procurement Web site and are physically posted on the district bulletin board in the district office.

The District Project Director working in conjunction with campus administration will be responsible for ensuring that all proposals submitted for services are done so following the guidelines listed above. Additionally, the Project Director will ensure that external providers meet expectations as cited on the proposal. Should an external provider fail in providing the services negotiated through the procurement process, the Project Director will work with the Procurement Department to cancel existing contract (s).

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### Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 3: Pre-Implementation Year.** List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Training school staff in the parameters, program, and services that will be available as a result of the grant including professional development of the use and care of technological resources to enhance instruction.
2.	Creating Rubrics for assessment of interventions and the impact of those interventions on student achievement.
3.	Identify necessary community partners and introducing them to the upcoming pathways of interaction that will result from the full implementation of the project.
4.	Establishing a common culture of work and expectations that will result in the clear delineation of lines of communication among all of the individuals that will be working within the parameters of the implementation.
5.	Identifying staffing needs for the following school year based upon the data compiled for within the school and hire administrative/instructional staff, including Project Director, Instructional Coach and Teachers.
6.	Test assessment and benchmarks to ensure accurate data collections processes are in place.
7.	Rolling out the timeline for the goals and expectations to the school staff, and receiving feedback on the feasibility and attainability of the desired goals to ensure a common vision.
8.	Design, develop, and prepare for implementation with the guidance of the state approved technical assistance provider.
9.	Register for/attend required TTIPS team trainings.
10.	Recruit, screen, and select potential external providers (Complete contractual agreements).
11.	Develop Professional Development Plan and Timeline.
12.	Communicated project mandates to all stakeholders.
13.	Purchasing resources for professional development such as kits for principal, teachers and parents.
14.	Purchasing necessary resources, including iPads, computers, and interactive whiteboards.
15.	Ensuring communication pathways are established between campus based personnel and District-level support personnel.
16.	Identifying any potential challenges involving the physical site that might be a barrier to implementation.
17.	Creating the necessary systems to establish an effective data management system that allows for the collection, sharing, and analysis of data throughout the school.
18.	Develop instructional framework to guide the improvements in teacher quality, and identifying campus-based supports for teachers.
19.	Create reward/ incentive plan and submit for District approval to attract the best talent to the school.
20.	Comprehensive review of the proposed plan to ensure effective implementation in the following year.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Donna ISD will support Veterans MS with the implementation of its Whole School Reform Model with model developer Positive Action by aligning additional resources. The incorporation of the model will require the development of a cultural and professional development overhaul of the campus. The district will assist by aiding in acquiring the professional development, kits, equipment, software, etc. in a timely manner.

The Chief Financial Officer's Department and the Federal Programs Department will be responsible for maintaining fiduciary and financial responsibility for all grant activities. The Business and Finance Department will provide the following services for the program: processing and maintaining accounting data for the grant, grant accounting, requesting funds through the automated payment request systems, preparing and submitting written expenditure reports, classifying and reporting the accounting transactions properly, and maintaining grant accounting records. The Federal Programs Development will provide assistance to the Project Director with developing an implementation plan for the grant activities, assist with revising timelines as necessary and ensure that reports are submitted on time. Funds will be maximized by using the available resources located at the campus to fulfill the requirements of the grant. The Chief Financial Officer in conjunction with the Project Director will assess the effectiveness of the program and determine if program goals and objectives were achieved. This project will be supplemental to existing federal, state, and local initiatives. This program complements and extends those already implemented at Veterans MS. In particular, other District initiatives will be combined with local and state monies to cover expenses not covered in part or full in this proposal, including but not limited to support services, tutoring, professional learning, supplies, staff, facilities, technology, and school operations. As such, all activities stated in this application are not supplementary to existing services and neither state, federal, nor local funds will be diverted or decreased for other purposes. Funds will not be used for any services or activities required by state law, State Board of Education, or local policies. Although Veterans MS needs significant amounts of technology, equipment and professional development to implement this restructuring, Veterans MS does contain much of the necessary human resources and facilities infrastructure to carry out all program strategies and activities. In addition to the new leadership and key personnel previously mentioned, existing personnel infrastructure along with the professional development under this grant will allow for the implementation of the Positive Action Strategy of the Whole School Reform Model. Internet connectivity is available at the school allowing for online options for teachers, students, and parents as outlined to enhance the curriculum, contribute to the project based model, and increase communication with parents and community partners.

The majority of activities outlined in this grant will be held on the school campus during the school day, after school, Saturdays or during the summer months. Facilities and resources at M Rivas are accessible to disabled visitors and in compliance with ADA regulations. Community resource providers include AVID Readers and Texas Valley Foundation's College Readiness Programs as leveraged through the 21<sup>st</sup> Century Learning Center and Donna ISD Parent Involvement Department are committed to providing resources, personnel, and supplies necessary to carry out the goals and objectives of the project. Other sources of in-kind services include community and business leaders serving as mentors and project panel observers. These resources will be garnered by Veterans MS with the support of the Donna ISD Public Relations Office.

The majority of coordination will be conducted by the Project Coordinator. The Project Coordinator is vital to school reform success. The Project Coordinator is a full time administrative position within the district. The Project Coordinator will organize and facilitate the individual components of the Positive Action plan. Components include: teacher support, administrative support, climate development activity support, family liaison, community stakeholder engagement, data management and reporting (with the assistance of Positive Action consultation experts). Prior to the implementation of the Positive Action Whole School Reform Model, the Project Coordinator is expected to become a Positive Action expert and will receive both in-person and significant online intensive training. Online training and professional development is ongoing throughout the term of the grant. The Project Coordinator is expected to monitor the implementation of the program. As a Positive Action expert (gained through training during the planning year), the Project Coordinator will assist both staff and administration. The Project Coordinator is the go-to-expert to the district regarding the program.

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

N/A

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

N/A

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model  
selected for modification:

N/A

Description of the  
modification:

N/A

How intent of the original  
element remains/will be met:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:

N/A

Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:

N/A

Describe how the evaluation system was developed with teacher and principal involvement:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

**N/A**

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

**N/A**

Describe the criteria established for educator removal:

**N/A**

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Region One Educational Service Center (Region 1 ESC)**

Region 1 ESC provides ongoing professional development opportunities for teachers particularly in the area of bilingual education and migrant student learning strategies.

**Texas Valley Community Foundation Family Engagement & College Readiness Programs (TVCF)**

TVCF is a supplemental education non profit providing college readiness programming. They are Veterans MS 21<sup>st</sup> CCLC partners. They provide STEM camps and career exploration camps. They also provide evidenced based family engagement support programming.

**AVID Readers Support Programs for Reading Content Development**

AVID Readers is available at all three grade levels and supports students reading competencies development.

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Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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# **Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

## **Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

**N/A**

Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.

If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.

**N/A**

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 14: High-quality preschool programming (continued)**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is:  
research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

**N/A**

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

**N/A**

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 15: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:</p>	<p align="center"><b>N/A</b></p>
<p>Indicate the number of existing staff rehired for work in the turnaround model implementation:</p>	
<p>Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:</p>	<p align="center"><b>N/A</b></p>
<p>Indicate the number of new staff hired for work in the turnaround model implementation:</p>	
<p>Indicate the start date for the new turnaround implementation staff; including rehires and new hires:</p>	

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<p>Via telephone/fax/email (circle as appropriate)</p>	<p>By TEA staff person:</p>

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 16: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 17: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	Positive Action Strategy for the Whole School Reform Model, an approved evidenced based model listed in the <u>What Works Clearinghouse</u> (WWC) of the U.S. Department of Education.
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	Whole School Reform requires schools to use an "approved" evidence-based model. Positive Action is one of four models approved by the U.S. Department of Education. Positive Action targets assistance as a school wide intervention to improve academics, behavior and social and emotional development by creating a whole-school environment that is welcoming, inclusive, safe and promotes learning. Positive Action has particular success with migratory children, discipline disparities, secondary transitions, parent and family engagement with prevention and intervention programs for children and youth who are neglected, delinquent or at-risk.
<p>Name and describe the study/studies examined that support the efficacy of the model selected.</p> <p>Include information about the study's sample size and multi-site sampling.</p> <p>Include key findings showing impact on student achievement.</p> <p>Additionally, provide citations for the study publications.</p>	<p>Positive Action has evidence of effectiveness that includes three studies that meet WWC evidence standards and found statistically significant favorable impacts. Positive Action has been WWC listed since 2006. According to the WWC review, Positive Action <b>improved student achievement an average of 14 percentile points in reading and math</b> and improved student attainment by reducing retentions in grade and absenteeism. The quasi-experimental matched-control study, included demonstration of pretest comparability on academic outcome measures, meets WWC evidence standards with reservations (Flay &amp; Allred, 2003) and two randomized controlled trials (RCTs) that meet WWC evidence standards with out reservations (Snyder et al., 2010; Bavarian et al., 2013). In both of the RCTs, schools were randomly assigned to conditions (Positive Action and Control) from matches pairs (10 pairs of urban, suburban and rural schools in Hawaii and 7 pairs of disadvantaged inner-city schools in Chicago primarily African American, Hispanic and White students)...so that schools in the two conditions were statistically equivalent at baseline. Improvement Index II, percentile gain for the average student was reported as well as behavioral outcomes affective academic outcomes.</p> <p>The Quasi-Experimentaly study (Flay &amp; Allred, 2003) which used archival, school-level data from a large urban southeastern school district suggested that Positive Action produced effects on multiple student outcomes. These included a 45% improvement in standardized reading scores with <i>this effect being larger in schools with higher proportions of students receiving free/reduced price lunch</i>. This study also allowed for follow-up analysis of the performance of students in middle schools and high schools with different proportions of Positive Action graduates from elementary schools. Middle schools with higher proportions of Positive Action graduates reported a <b>21% increase in standardized reading scores and 16% increase in standardized math scores</b>.</p>

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## Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**Statutory Requirement 19: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**N/A**

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve the instructional program* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve the instructional program*.

Use Arial font, no smaller than 10 point.

**Critical Success Factor:****Improve the Instructional Program****Planned Intervention****Description of Grant Costs to Support Intervention (Budget Narrative)**

1. Provide training for teachers in Data Driven Instruction, including training in data collections, data analysis, and using data to inform planning and instruction

2. Increase access to technology in the school by procuring iPads, computers, SmartBoards and other technological advancements to enhance instruction and provide teachers with the necessary training to ensure those tools are use effectively as needed for Campus Improvement Plan

3. Provide funding for teachers to attend professional conferences and workshops in areas of professional need to strengthen the knowledge base and instructional toolkit of teachers.

4. Orientation training (2 days) then 2 (1 day) trainings for Positive Action Intervention with all materials -- 3 times a year

5.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase teacher quality* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase teacher quality*.

Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Teacher Quality*****Planned Intervention****Description of Grant Costs to Support Intervention (Budget Narrative)**

1. Hire Positive Action Project Coordinator, Family Engagement Specialist for Positive Action and at least one Data Clerk. (3 FTEs)  
The Donna ISD School Improvement Administrator will have oversight of the grant and Positive Action Project Coordinator (% of position)

2. Ensure that all teachers in the whole school reform model, use data to identify and implement an instructional program that is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State academic standards; promotes academic content across a range of development, literacy and language, socio-emotional skills, self-regulation, and executive functions.

3. The Leadership Team will be trained as Positive Action Strategy, effective documentation and Teacher development and Appraisal Systems to ensure that processes are followed to ensure that teachers who are not performing can be removed from the campus. (1 Leader per Grade

4. Instructional Coach will work with teachers, especially new teachers, so that they develop instructionally sound practices using coaching, modelling, and professional development.

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RFA #701-16-105; SAS #198-17

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5



## Schedule #17--Responses to TEA Program Requirements

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to ***increase leadership effectiveness*** in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to ***increase leadership effectiveness***.

Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Increase Leadership Effectiveness*****Planned Intervention****Description of Grant Costs to Support Intervention (Budget Narrative)**

1. Members of the Leadership Team will attend TEA seminars that address school improvement and learn and share best practices for school improvement

2. Increase teacher led professional learning; Increase teacher facilitation of team and department meetings; Increase the Amount to Planning Time that the Leadership Team spends with teachers; Increase leadership team visibility classrooms

3. In addition to the Principal, other potential leaders will be identified and recruited for mentorships and professional development to increase their responsibility within the school to ensure that a pipeline of qualified individuals are prepared for campus leadership.

4. The Principal will attend professional development session with a focus on research-based, successful strategies proven to result in high student achievement in the four core content areas.

5. Schools leaders will attend professional development to assist teachers who are faulting in the classroom with positive strategies to correct or reinforce a positive behavior.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 109902

Amendment # (for amendments only):

**TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION**  
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.  
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase use of quality data* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase use of quality data*.

Use Arial font, no smaller than 10 point.

## Critical Success Factor:

## Increase Use of Quality Data to Inform Instruction

## Planned Intervention

## Description of Grant Costs to Support Intervention (Budget Narrative)

1. Quarterly Professional Development sessions will be planned on "data digs" to ensure that staff have a common understanding of the data analysis processes.

2. Data Binders will be prepared for all faculty to aid in the collection and reporting of Data. The Instructional coach will provide coaching on disaggregation of data to inform instruction.

3. Increase the amount of time teachers are using data in team planning; Increase the number of department meetings held in the Data Room; Increased use of teacher made formative and summative assessments; Increase in utilization of the Increase use of student data folders.

4. Teachers will utilize a Student Instruction Profile (SIP) that will chart progress throughout the year. The SIP will be used to conduct one-on-one conferences with students and communicate with parents. At the upper grades, students will be held accountable for tracking their own progress.

5.

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2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase learning time* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time*.

Use Arial font, no smaller than 10 point.

Critical Success Factor: <i>Increase Learning Time</i>		Description of Grant Costs to Support Intervention (Budget Narrative)	
Planned Intervention			
1.	Adjust the school timetable to create blocks of instruction to add more time to the learning day, by decreasing breaks and passing times. Adjust timeframe so that 30 minutes daily is dedicated to interventions. Enrichment/Practice to specifically address deficiencies and learning issues as they occur.		
2.	Teachers will attend professional development sessions on how to maximize learning time to instructional time in all classes		
3.	Attendance plan will be created for teachers to increase instructional time and hold teachers accountable for their attendance based on the standards set forth by the LEA.		
4.	Develop learning platforms easily accessible for children to allow additional practice on TEKS objectives that have not been mastered and enrichment of those that have		
5.			

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108902

Amendment # (for amendments only):

**TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase parent/community engagement* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention for *parent/community engagement*.

Use Arial font, no smaller than 10 point.

**Critical Success Factor:****Increase Parent/Community Engagement****Planned Intervention****Description of Grant Costs to Support Intervention (Budget Narrative)**

1. Hire a Family Engagement Leader that will coordinate classes and workshop such as GED, ESL, and computer skills, as well as, family nights and host a Parent's Meeting at the beginning of each term to engender goodwill and ensure that the lines of communication are open and available between the parents, community stakeholders, and school staff.

2. Provide space and time for social service agencies to provide parents with supports they and their families may be eligible for.

3. Develop Parent Commitment Contracts to increase the expectations and understanding of the academic requirement of the students, and give the parents information on how to become more actively involved in the school.

4. Monitor communications with the parents to ensure that teachers are consistently communicating student progress and school events to the parents, and that parents are aware of the programs and services that are offered at the school.

5.

## Schedule #17—Responses to TEA Program Requirements

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County-district number or vendor ID: 108902

Amendment # (for amendments only):

**TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve school climate* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve school climate*.

Use Arial font, no smaller than 10 point.

<b>Critical Success Factor: <i>Improve School Climate</i></b>		<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
<b>Planned Intervention</b>			
1.	Increase the number of outside learning experiences that are available to students including visits to colleges and trips to cultural performances to increase relevance and real-world applications in classroom content and that have a positive impact on students' attitude toward education.		
2.	Develop activities and programs that increase school spirit and give students ways to express it positively through thematic emphases such as Word of the Day		
3.	Increase the number of parents engaged with the education of their child and integrate them into the process of improving the school climate.		
4.	Enforce school rules and clearly communicate the rewards and consequences of the Behavior Plan to ensure fair and equitable application of the school rules.		
5.			

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 108902

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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